

Evidence-based Classroom Management: Moving from Research to Practice

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Critical Features of Classroom Management

1. Maximize structure in your classroom.

- Develop **Predictable Routines**
 - **Teacher routines**
 - **Student routines**
- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
 - Arrange **furniture** to allow easy traffic flow.
 - Ensure adequate **supervision** of all areas.
 - Designate staff & student **areas**.
 - **Seating** arrangements (groups, carpet, etc.)

2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

Establish

Behavioral expectations/Rules

- A small number (i.e., 3-5) of *positively* stated rules. ***Tell students what we want them to do, rather than telling them what we do not want them to do.***
 - Publicly **post** the rules.
 - Should match SW Expectations
- **Operationally define** what the rules look like across all the routines and settings in your school.
 - One way to do this is in a **matrix** format.
 - This matrix should compliment your school-wide matrix, but be specific to your classroom setting.

Rules within Routines Matrix

Routines/Rules	Rules within Routines Matrix			
	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Respect				
Responsibility				
Safety				

Teach

rules in the context of routines

- Teach expectations directly.
 - Define rule in operational terms—tell students what the rule looks like within routine.
 - Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

Prompt

or remind students of the rule

- Provide students with **visual prompts** (e.g., posters, illustrations, etc).
- Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

Monitor

students' behavior in natural context

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
 - **Move** around
 - Look around (**Scan**)
 - **Interact** with students
 - Reinforce
 - Correct



- Collect data
 - Are rules being followed?
 - If there are errors,
 - **who** is making them?
 - **where** are the errors occurring?
 - **what** kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions

3. Actively engage students in observable ways.

- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives
- Range of evidence based practices that promote active engagement
 - Direct Instruction
 - Computer Assisted Instruction
 - Class-wide Peer Tutoring
 - Guided notes
 - Response Cards

4. Establish a continuum of strategies to acknowledge appropriate behavior.

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies

5. Establish a continuum of strategies to respond to inappropriate behavior.

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement

Moving from Research to Practice

- Teachers typically receive little training in classroom management (Begeny & Martens, 2006; Markow, Moessner, & Horowitz, 2006)
- Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974)
- “[T]raining by itself does not result in positive implementation...or intervention outcomes” (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)
- Training Teachers in Classroom Management (Simonsen, Myers, & DeLuca, in press)
 - Findings:
 - Teachers demonstrated behavior change only once they received performance feedback
 - Implications:
 - Training should be accompanied by feedback
 - More research is needed